



The Impact of Blended Learning Models on Arab EFL Learners

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Abstract. This review examines the impact of blended learning models (BLMs), particularly the flipped classroom and online assignments, on Arab students learning English as a Foreign Language (EFL). Employing a content analysis methodology grounded in a systematic literature review, the study analyzes 16 empirical, peer-reviewed studies published between 2014 and 2023 from major academic databases, including Google Scholar, SAGE Journals, ERIC, Wiley Online Library, and SpringerLink. Only studies directly focused on Arab EFL learners and BLMs were included, with recurring themes and findings identified through coding and categorizing. The theoretical framework integrates constructivism and social constructivism, underpinning the flipped classroom's focus on learner-centered engagement and collaborative knowledge building, and connectivism, highlighting the role of digital networks in online assignments. The Technological Pedagogical Content Knowledge (TPACK) framework informs the integration of technology, pedagogy, and content. Findings reveal that blended learning models (BLMs) enhance learner motivation, engagement, and autonomy, and contribute to significant improvements in English language proficiency. Arab learners appreciate the flexibility and continuous access to resources provided by online assignments and the interactive, collaborative focus of the flipped classroom. However, challenges persist, including limited technological infrastructure, digital literacy gaps, and the need to align content with local educational and cultural norms. The review underscores that the effective implementation of BLMs requires enhanced technological access, teacher training, and culturally relevant curriculum design, and advocates further research to refine these strategies for Arab EFL learners.

Keywords:

blended learning, Arab EFL Learners, flipped classroom, online assignments, challenges, opportunities.

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INTRODUCTION

The integration of blended learning models (BLMs), particularly *the flipped classroom and online assignments*, marks a pivotal evolution in Arab EFL (English as a Foreign Language) education. This literature review delves into the effectiveness of these innovative pedagogical approaches, aiming to uncover their impact on learner motivation, engagement, and English language proficiency among Arab learners of English. The significance of English proficiency in the global context, combined with the unique educational landscape of the Arab world, underscores the importance of exploring these models. As noted in recent analyses, there is a marked trend across Arab universities and open universities towards adopting blended and hybrid learning strategies to better address the evolving needs of their students (Alenazi, 2023, p.185; Al Murshidi, 2020).

The *objectives* of this review are: (a) To synthesize and critically examine the influence of blended learning models specifically the flipped classroom and online assignments on key learner outcomes such as motivation, engagement, and language proficiency among Arab EFL learners; (b) To identify the challenges and opportunities inherent in implementing these models within the Arab educational framework.

This exploration is crucial for educators, policymakers, and curriculum developers seeking to enhance the EFL learning experience, offering insights into the potential of blended learning to address the diverse needs of Arab learners. The review defines the scope by focusing on the flipped classroom and online assignments as primary models of interest, considering their relevance and applicability to the learning needs and cultural contexts of Arab EFL learners.

The review extends beyond academic interest, aiming to inform and guide the integration of blended learning strategies in EFL education. By highlighting the benefits and pinpointing the hurdles of adopting the flipped classroom and online assignments, this review seeks to contribute to the ongoing dialogue on educational innovation. It endeavors to provide a comprehensive understanding of the role of blended learning in transforming EFL education for Arab learners, paving the way for more engaging,

effective, and learner-centered teaching methodologies.

Theoretical Framework

The exploration of blended learning models, particularly the flipped classroom and online assignments, and their impact on Arab EFL (English as a Foreign Language) learners necessitates a theoretical framework that spans several key educational theories. This framework provides the lens through which the efficacy, challenges, and potential of these models can be evaluated in the context of language learning among Arab students.

The cornerstone of the flipped classroom model is *constructivist theory*, which posits that learners construct knowledge through active engagement with the material rather than through passive reception. Constructivism argues that learning is a process where individuals build their understanding and knowledge through their experiences. It emphasizes that learners actively create new ideas by connecting them with what they already know (Allen & Bickhard, 2022; Mattar, 2018; Sumarna & Gunawan, 2022). This approach views learning as a dynamic, self-driven activity, underscoring the importance of personal engagement and reflection in acquiring knowledge. This pedagogical strategy reverses the traditional educational approach by introducing instructional content outside the classroom, typically through digital media, allowing class time to be used for engaging, hands-on activities that deepen understanding (John, 2016, pp. 225-227). For Arab EFL learners, research demonstrates that the flipped classroom fosters active involvement and critical thinking (Al-Rowais, 2014; Alsowat, 2016; Al-Zahrani, 2015), offering opportunities for language practice in situations that mirror real-life use.

Social constructivism enriches this theoretical framework by highlighting the importance of social interaction in learning. This theory supports the notion that learning is significantly enhanced through interaction, collaboration, and engagement with peers and instructors. Widdowson (2012, p. 13) emphasizes that English must connect with learners' immediate surroundings, prior linguistic knowledge, and personal beliefs and values. He points out the need to consider the relationship between the foreign language and

learners' experiences. Both the flipped classroom and online assignments facilitate such interactions, providing platforms for discussion, collaboration, and peer feedback—critical in fostering communication, as reflected in improved learner collaboration and increased participation in Arab EFL classrooms (Al Murshidi, 2023; Zrekat, 2021).

Online assignments, as a complementary component of blended learning, draw upon *connectivism*, a theory emphasizing the role of networks and technology in learning. Connectivism suggests that learning occurs through navigating a network of people, systems, and information sources, stressing connections for acquiring and managing knowledge in a changing environment. Learning can happen across digital platforms, where students can access a diverse range of resources, engage in collaborative projects, and develop competencies relevant to the digital age (Qotb, 2019). For Arab EFL learners, this model supports interaction with the global English-speaking community and provides access to authentic materials and real-time feedback, key factors in reported gains in digital engagement and learner autonomy

(Abd Al Galil, 2024; Bukhari & Basaffar, 2019).

The *Technological Pedagogical Content Knowledge (TPACK)* framework is integral to understanding the deployment and success of these models. TPACK suggests that effective teaching with technology requires an understanding of the interplay between technology, pedagogy, and content knowledge (Kurt, 2018). For educators working with Arab EFL learners, this involves not only mastering English and teaching strategies, but also the effective integration of technology to enhance learning, as seen in studies of teacher development and improved lesson delivery in blended environments.

Incorporating these theoretical perspectives, the framework acknowledges the unique sociocultural backdrop against which Arab EFL learners operate. Cultural norms, values, and educational traditions play a critical role in shaping learning experiences and outcomes. The adoption and implementation of blended learning models in this context must therefore be sensitive to these sociocultural factors, ensuring these strategies align with learners' needs, preferences, and cultural expectations.

Table 1. Mapping Pedagogical Practice in Arab EFL BL Context

Pedagogical Practice	Evidence from Arab EFL BL Context
Flipped classroom, active learning, collaborative writing	Abd Al Galil (2024): Constructivist BL approach for writing fluency. Al-Rowais (2014): Impact of flipped learning on achievement & attitudes. Alsowat (2016): Flipped classroom for engagement. Al-Zahrani (2015): Flipped classroom & cognitive gains.
Collaborative online assignments, dialogic learning	Al Murshidi (2020): Learner perceptions of BL in UAE universities. Zrekat (2021): BL effectiveness at Arab Open University.
Online assignments, networked learning	Qotb (2019): Connectivism in Arab EFL; leveraging networks for language learning. Bukhari & Basaffar (2019): Student perceptions of online BL. Alsalhi et al. (2021): Impact of BL on academic performance.
Technology integration, teachers as BL facilitators	Alamri & Awjah (2023): TPACK for vocabulary instruction in Saudi EFL. Alharbi (2020): TPACK competence among Saudi teachers. Alghamdi (2017): Technology-pedagogy-content knowledge synergy. Afriani et al. (2025): Shift to teacher as facilitator. Alruwaili (2024): Teacher roles in BL environments. Mohammed et al. (2023): Promoting learner autonomy in blended contexts. Kademi (2022): Technology integration in TEFL

METHOD

This review employs a content analysis methodology grounded in a systematic literature review to examine the impact of blended learning models (BLMs)—specifically the flipped classroom and online assignments—on Arab EFL learners. Content analysis enables a structured examination of existing research by categorizing and interpreting data to identify key themes, patterns, and trends related to the effectiveness of BLMs in enhancing motivation, engagement, and language proficiency among Arab EFL learners.

To ensure a comprehensive and up-to-date analysis, this review systematically selected and analyzed 16 empirical studies directly focused on Arab EFL learners and blended learning models, published between 2014 and 2023. The studies were identified through targeted keyword searches and Boolean operators in major academic databases, including Google Scholar, SAGE Journals, ERIC, Wiley Online Library, and SpringerLink. Only empirical, peer-reviewed research was included, while non-empirical and conceptual articles were excluded, ensuring robust evidence base pertinent to the research objectives. The eligibility and quality of included studies were assessed according to established inclusion criteria—focusing on relevance to Arab EFL learning, empirical rigor, and publication in reputable, peer-reviewed outlets.

The selection and exclusion process were guided by explicit criteria and is presented in a visual representation (see Figure 1: Flow diagram), illustrating the identification, screening, eligibility, and inclusion steps of the review.

The content analysis process involved both inductive and deductive coding, enabling the identification and categorization of recurring themes and findings within the selected studies. Initial codes were developed based on the research questions and theoretical frameworks, while further codes emerged from close reading of the data. Recurring patterns and themes were synthesized into overarching categories illustrating the influence of BLMs on EFL learning outcomes within the Arab context. Where applicable, inter-coder reliability was enhanced through independent double-coding

and discussion among the reviewing team. NVivo software (or manual coding, if not applicable) was used to support data management and thematic organization.

Furthermore, findings were interpreted within established theoretical frameworks, including constructivism, social constructivism, connectivism, and the Technological Pedagogical Content Knowledge (TPACK) framework, providing a strong theoretical foundation for understanding the efficacy of BLMs.

This methodology ensures a systematic, transparent, and in-depth analysis, offering readers a clear view of current evidence and theoretical perspectives regarding blended learning's impact on Arab EFL learners over the past decade.

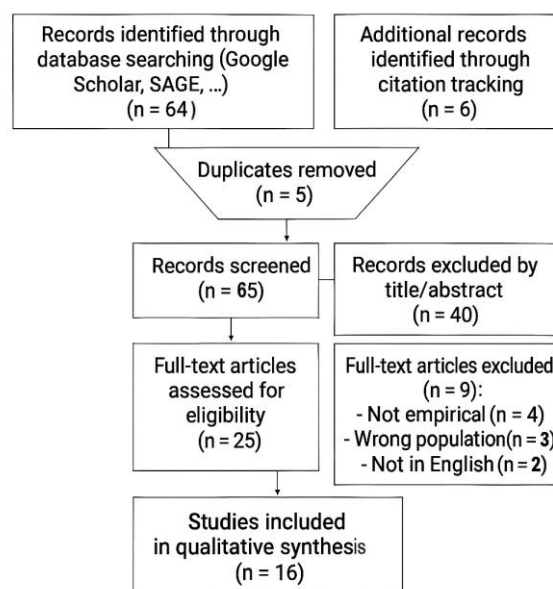


Figure 1. Flow Diagram of the Study Selection Process

Blended Learning Models in Efl Education in Arab Efl Contexts

Blended learning combines traditional face-to-face classroom instruction with online learning, allowing students to control the time, pace, and place of their learning. It integrates the best of both environments to enhance the educational experience (Georgsen and Lovstad, 2014; Jeffrey et al., 2014; Yigit et al., 2014). Blended learning models, specifically the flipped classroom and online assignments, have emerged as transformative approaches in the field of EFL

(English as a Foreign Language) education, particularly within Arab learning environments. These innovative pedagogical strategies merge traditional classroom settings with digital technology to foster a more engaging, flexible, and personalized learning experience.

In the flipped classroom model, the traditional learning flow is "flipped." Instead of first encountering new material in class, students are introduced to new content at home, typically through online materials such as videos or readings. Class time is then used for activities that build on this knowledge, such as discussions, practice exercises, or projects, allowing for more interactive and personalized learning. The teacher's role shifts from being the source of knowledge to a facilitator of learning, guiding students as they apply concepts in the classroom (Afriani et al., 2025; Putra, 2025; Zou & Song, 2025). This model enables learners to first acquaint themselves with new material at their own pace and then apply what they have learned in a collaborative, supportive classroom setting. It places students at the center of the learning process, encouraging active engagement and allowing for immediate feedback from peers and instructors.

Research on Arab learners illustrates that the flipped classroom approach significantly boosts students' critical thinking skills in a foreign language, as well as their engagement and contentment with their studies. The findings reveal that learners show a strong preference for being at the heart of the learning process. They welcome the transition from traditional teaching methods to a more self-guided form of education that caters to their preferences and seamlessly integrates contemporary technology into the classroom setting (Al-Rowais, 2014; Alsowat, 2016; Al-Zahrani, 2015).

Online assignments extend the learning environment beyond the physical classroom, providing learners with continuous access to resources, exercises, and forums for discussion. The online assignments model integrates digital technology by assigning tasks to be completed online, either as homework after class or as part of in-class activities. These assignments might include interactive exercises, quizzes, forums for discussion, or projects, all conducted through an online platform.

This model can complement traditional teaching methods by providing additional practice and feedback opportunities. It allows for more flexibility, as students can complete assignments at their own pace and teachers can track progress more efficiently. This aspect of blended learning empowers students to take control of their learning journey, engaging with the language in diverse and meaningful contexts. It supports the development of autonomous learning skills and facilitates personalized learning experiences that can be tailored to individual learners' needs and proficiency levels.

The flipped classroom model is most effective when class time is too short for both teaching new content and engaging in interactive activities. It allows students to learn theory at home, making room for more engaging class activities. It is particularly useful for deepening understanding and increasing student participation, especially in subjects where students might be reluctant to engage.

The online assignments model suits scenarios requiring flexible learning schedules and aims to extend learning beyond the classroom, ideal for large or diverse classes. It offers personalized learning opportunities and requires students and teachers to be tech-savvy. Both models use technology to improve educational outcomes, with the choice depending on the course's specific needs and objectives.

In Arab EFL contexts, the adoption of these blended learning models addresses several pedagogical challenges, including the need to cater to diverse learner needs and the desire to integrate more engaging and effective teaching methods. The implementation of these models has shown promise in enhancing language proficiency, motivation, and engagement among Arab learners, offering a viable alternative to traditional language instruction methods.

However, it is important to note that there is considerable variability in the implementation and effectiveness of blended learning models across the Arab world. For example, countries in the Gulf region generally benefit from stronger technological infrastructure and more robust institutional support for digital learning, while some areas in the Levant and North Africa may face

greater challenges related to access to devices, internet connectivity, and teacher training. These disparities can influence how effectively blended learning is adopted and sustained and also affect the extent to which its benefits are realized in different educational contexts.

The successful integration of blended learning in Arab EFL contexts thus requires adequate technological infrastructure, teacher training, and curriculum adaptation to meet the unique cultural and educational needs of Arab learners across various regions. By embracing these models—and by addressing local limitations and building on regional strengths—educators in Arab contexts can provide EFL learners with more dynamic, interactive, and effective language learning experiences.

Impact on Motivation And Engagement

Blended learning models, particularly the flipped classroom and online assignments, hold transformative potential for motivation and engagement in the educational journey of Arab EFL learners. Theoretical insights into these models suggest that by integrating digital technology with traditional classroom instruction, learners are placed at the center of their educational experience, fostering a sense of ownership and control over their learning. This personalized approach is theorized to enhance intrinsic motivation by aligning learning activities with individual interests and needs, thereby increasing engagement (Qays et al., 2022, pp. 133-134).

The flipped classroom model, by transitioning the lecture component outside of class time, allows learners to engage with new material at their own pace, a flexibility that can reduce anxiety and build confidence. During class, the emphasis on interactive, practical activities encourages collaboration and application of knowledge, factors known to further enhance motivation and engagement. Similarly, online assignments provide learners with continuous access to resources and opportunities for practice, reinforcing a sense of progress and achievement.

Empirical evidence from studies conducted among Arab EFL learners supports these theoretical propositions. Research indicates that learners in blended environments often report higher levels of motivation and engagement compared to

traditional settings. For example, Al Murshidi (2023, p. 849) highlighted that Arab learners appreciated the autonomy and flexibility afforded by online assignments, which allowed them to explore language learning beyond the confines of the classroom at times that suited them best. Another study, Zrekat (2021, p. 9291), found that the flipped classroom model encouraged greater participation and interaction among learners, fostering a more active and engaged learning community.

It is important to note, however, that the measurement of “motivation” and “engagement” varied across the reviewed studies—ranging from student self-report surveys and interview data to classroom participation rates and observed behaviors. As such, reported effects may in part reflect the differing operationalizations and instruments used, which can influence both the comparability and interpretation of findings. Moreover, these positive outcomes are contingent upon effective implementation, including the quality of online materials, the relevance of in-class activities, and the integration of digital tools into the learning process. Challenges such as technological accessibility and digital literacy also play a critical role in the effectiveness of blended learning models in enhancing motivation and engagement among Arab EFL learners.

Despite these challenges and measurement considerations, empirical evidence largely affirms the potential of blended learning to create more motivated and engaged language learners, suggesting a promising avenue for educational innovation in the Arab EFL context.

Impact on Language Proficiency

Blended learning models, integrating the flipped classroom and online assignments, offer a compelling approach to enhancing language proficiency, particularly within the Arab EFL context. Theoretically, these models draw on principles from constructivist learning theory, which emphasizes learning as an active, contextualized process of constructing knowledge rather than merely acquiring it. In the context of language learning, this means that students are not just passive recipients of information but active participants in their linguistic development. The flipped classroom model facilitates this by

having students initially engage with new language material independently, outside of class time, using digital resources. This self-directed learning is then complemented by in-class activities focused on application and practice, providing a rich, interactive environment conducive to language learning.

Online assignments further extend learning opportunities, allowing for varied and flexible engagement with the language. They offer personalized feedback and the chance to practice language skills in diverse contexts, crucial for developing proficiency. Theoretical underpinnings suggest that such extended exposure and practice in meaningful contexts enhance language learning outcomes by promoting greater linguistic input, interaction, and feedback.

Empirical evidence from studies with Arab EFL learners supports these theoretical insights. Research has demonstrated that students exposed to blended learning environments, including flipped classrooms and online assignments, show marked improvements in language proficiency across multiple domains such as vocabulary, grammar, reading comprehension, and oral communication skills. For instance, Alenazi (2023, p. 185) highlights that blended learning significantly enhances English language skills and overall learning outcomes in Arab universities.

By incorporating blended learning models, students show marked improvements in speaking, writing, reading, and comprehension, among other areas. Blended learning encourages strategies that make learning more interactive, collaborative, and engaging, thereby motivating students and enriching the English learning environment. The collective findings underscore blended learning's positive impact on English education in Saudi universities.

Nevertheless, the assessment of "proficiency" across these studies was not uniform: some studies relied on standardized test scores, course grades, or language assessments, while others employed qualitative interviews, self-ratings, or teacher observations. This variability in measurement methods should be considered when interpreting and generalizing the reported impacts, as different approaches may capture different aspects of language proficiency.

Challenges and Opportunities

Implementing blended learning models (BLMs) such as the flipped classroom and online assignments in English Language Learning (ELL) contexts within Arab countries confronts several distinct challenges (AlKhoudary and AlKhoudary, 2019; Qays et al., 2022). These challenges, notably the limited experience with self-directed learning, are exacerbated by issues like technological accessibility, digital literacy gaps, entrenched cultural educational norms, language barriers, and the need for sustained motivation.

The shift to a flipped classroom model can be particularly jarring in regions where traditional education emphasizes *teacher-led instruction*. A practical response to this challenge might involve educators initially guiding students through the process of engaging with materials at home, perhaps by structured questions or interactive online platforms designed to incrementally build their capacity for autonomous learning.

Technological constraints are another significant barrier. In scenarios where students lack access to reliable internet or necessary digital devices, educational institutions could partner with local communities to establish internet hubs or lend devices to students, ensuring equitable access to online learning resources.

Moreover, *digital literacy* divided between students and educators complicates the deployment of BLMs. To bridge this gap, targeted training sessions or workshops could be introduced, focusing on essential digital skills and the use of educational technology, thus empowering both teachers and students to navigate digital learning environments effectively.

Cultural and linguistic considerations also play a crucial role. In cultures where rote learning is prevalent, transitioning to BLMs that require more active engagement can be challenging. To address this, educators might incorporate culturally relevant content into the curriculum, fostering a connection between students' lives and their learning. Additionally, for students grappling with English proficiency, providing resources in both English and the local language or offering supplemental language support can significantly enhance comprehension and engagement.

The variability in language proficiency

among learners presents a unique challenge in developing content that caters to all. A solution could involve creating differentiated learning paths within the same course, allowing students to engage with material that matches their proficiency level, thereby maintaining interest and motivation across the board.

To effectively implement BLMs and navigate these challenges, a comprehensive strategy that includes enhancing technological access and literacy, adapting teaching methods to foster learner autonomy, and ensuring the cultural and linguistic appropriateness of materials is essential. This approach not only facilitates the adoption of blended learning models but also promises to improve educational outcomes for EFL learners in Arab countries.

Despite these challenges, the potential of BLMs to transform language learning in the Arab world is vast. These models offer a shift towards more personalized and autonomous learning experiences, allowing students to engage with content in ways that suit their individual needs and preferences. The inherent flexibility of BLMs supports diverse instructional strategies, thereby enriching the language learning experience. Moreover, leveraging digital tools and resources enhances the learning process, making it more interactive, engaging, and accessible beyond traditional classroom settings. This approach not only elevates the immediacy and relevance of language learning but also promotes the development of essential digital literacy skills.

Consequently, BLMs equip learners with the competencies necessary to navigate the complexities of the modern world, emphasizing the dual focus on language proficiency and digital literacy as key to future success (Bukhari and Basaffar, 2019, pp. 202-203).

RESULTS AND DISCUSSION

The review of blended learning models, specifically the flipped classroom and online assignments, in the Arab EFL context reveals a generally positive impact on language proficiency, motivation, and engagement. By embracing the opportunities offered by blended learning, the EFL educational landscape in the Arab regions can

be transformed into one that is more effective, engaging, and inclusive, tailored to meet the evolving needs of learners in a digital age. However, the literature also highlights persistent challenges related to technological infrastructure, digital literacy, and cultural relevance.

Notably, this article addresses a significant gap in the literature by synthesizing findings from empirical studies focused specifically on blended learning models in Arab EFL contexts—a domain previously characterized by scattered research and limited comprehensive analysis. This review thus provides a consolidated evaluation that can inform future policy and classroom practice in the Arab world.

For learners, the flipped classroom and online assignments mark a pivotal transition towards more autonomous and immersive learning experiences. By positioning students at the heart of their educational journey, these models grant them the agency to dictate the pace, timing, and locale of their learning endeavors. This heightened level of engagement not only bolsters language retention and comprehension but also caters to a spectrum of learning preferences, potentially mitigating anxiety and bolstering motivation and self-assurance.

Educators are poised to benefit from the integration of blended learning into their instructional repertoire, moving away from conventional lecture-based methodologies toward roles that emphasize facilitation and guidance. This paradigm shift paves the way for adopting teaching strategies that are more interactive, learner-centered, and conducive to collaborative classroom dynamics. The main challenge for teachers lies in acquiring digital literacy and effectively weaving technology into pedagogical practices, thereby enriching the educational experience through personalized learning pathways.

The implementation of blended learning necessitates a re-evaluation of EFL curriculum design by curriculum developers. The objective is to create an educational experience that harmonizes online and offline learning activities, aligning them with language proficiency goals. Crafting curricula that utilize technology to deliver content that is engaging, pertinent, and culturally resonant addresses the diverse needs of Arab EFL

learners. Curriculum developers are urged to consider the unique technological and cultural landscapes of the Arab world, ensuring that BLMs are both accessible and effective.

The implications for educators and curriculum developers are unequivocal: there exists an imperative to design blended learning environments that are not only technologically robust but also linguistically and culturally congruent with the expectations of Arab EFL learners. Achieving this requires investment in educator digital literacy, availability of essential technological infrastructure, and development of materials that are sensitive to the cultural and linguistic realities of Arab students.

Additionally, while current findings are based on cross-sectional and qualitative studies, the need for further research is clear—future investigations should consider longitudinal studies, experimental designs, and mixed methods approaches to more deeply examine the long-term effects and causal impact of these models. Such research would help clarify effective strategies to render learning more interactive, flexible, and tailored to individual learner profiles.

Researchers are encouraged to delve deeper into the ramifications of blended learning for Arab EFL learners, with particular focus on sustained language proficiency, motivational dynamics, and practicalities of deploying these models across varied educational settings. Further inquiries might explore the scalability of blended learning initiatives, their differential impacts across learner demographics, and the role of teacher training, technological support systems, and policy facilitation. Such research endeavors remain essential to refine understandings and optimize blended learning in Arab EFL education.

CONCLUSION

The exploration of blended learning models, notably the flipped classroom and online assignments, in the context of Arab EFL learners, has unearthed a landscape where innovation meets tradition, offering a nuanced view of their educational impact. These models, by integrating digital tools with traditional instructional methods, present a transformative approach tailored to the diverse needs and learning styles of students.

This review has underscored the potential of blended learning to enhance language proficiency, motivation, and engagement, while also highlighting the challenges and opportunities inherent in its implementation in Arab educational settings.

Importantly, the findings from this review suggest that blended learning models can significantly contribute to improving English language skills among Arab learners. By facilitating access to a wide array of resources, enabling personalized learning paths, and encouraging active engagement, these models align with contemporary educational needs. However, the effective realization of these benefits is contingent upon overcoming obstacles such as technological infrastructure limitations, digital literacy gaps, and the need for culturally relevant content.

For educators and curriculum developers, the practical implications are clear: there is a mandate not only to embrace technological advancements but also to ensure that such technologies are accessible and relevant for Arab EFL learners. This involves investing in digital infrastructure, enhancing teacher training in digital pedagogies, and developing curricula that resonate with local cultural and linguistic contexts.

This review also opens new avenues for future research, particularly in exploring long-term and experimental impacts of blended learning and in assessing how these models can be adapted to meet diverse needs across the Arab world. Such work is essential for understanding how BLMs can best serve learners from varied backgrounds and for supporting the continued evolution of EFL education in the region.

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